**Articulation Referrals**

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| **General Education What is the SLP’s role? Materials/Resources Needed:** | | |
| **Tier 1: All Students**   * CT may notice indicators of a speech-language problem, monitors progress more closely, provides models, and uses instructional strategies/differentiated instruction to assist student * CT informs parents of concerns | * Sharing information with school staff on identification of and interventions for students with articulation impairments * Sharing information with school staff on the educational impact of articulation disorders * When in an inclusion setting, assist with differentiated instruction and flexible grouping to meet the needs of struggling students in the areas of communication and literacy | * Presentation on speech-language disorders; includes information on language, communication skills and literacy; role of SLP |
| **General Education What is the SLP’s role? Materials/Resources Needed:** | | |
| **Tier 2: School Intervention Teams**   * Same initial procedure is followed for articulation as for other concerns (i.e., academic or behavioral) * Background information on student history, academic, social/emotional functioning provided by classroom teacher, H/V screen * CT completes sentence repetition task to identify problem sounds * CT compares problem sounds to Sound Development Chart * CT completes Language Checklist to provide more information on speech-language development * Problem solving process: identify 1 to 3 strategies that teacher should implement in the classroom – these involve general strategies such as modeling, over emphasizing problem sound * CT gathers information on the impact of the articulation problem – completes form, anecdotal notes * Documentation of interventions & periodic assessment * Recommend moving to Tier 3 if slow rate of progress | * SLP attends Tier 2 meeting * SLP helps suggest strategies * SLP observes student in classroom * SLP can consult with teacher during the process | * Form to provide background information on student (SST form) * Language checklists based upon GPS ELA standards to help teachers identify additional weaknesses in language * Sentence repetition task to help CT identify error sounds * Sound Development Chart (each school system may want to develop one) * List of strategies for general speech improvement in the classroom * Form to document impact in the classroom (i.e., participation in discussion, spelling or writing issues, with drawal, etc.) * Form to document progress (i.e., form for teacher to use with a word list to note correct and incorrect productions of target sound) |
| **Tier 3: Student Support Team**   * Analyze Tier 2 results, identify indicators of educational impact of articulation problem * Problem solving process: more individualized strategies/interventions, more individualized assessments   **Student Stimulable:** Practice program set up that teacher and parent complete (i.e., classroom practice and homework, cues/reminders as appropriate to use correct sound production), SLP does a weekly check to see how program is working  **Student Not Stimulable:** (can’t produce sound, even with a model) SLP provides 4 weeks of interventions that includes 5 to 10 minutes of drill and practice - 3 to 5 times per week in the classroom or just outside of the classroom   * Documentation of interventions & periodic assessment for 12 weeks total (at least 4 repeated assessments) * Recommend referral to special education if slow rate of progress and educational impact is established | * SLP attends Tier 3 meeting * SLP observes student in classroom * SLP pulls student aside to assess stimulability for sound development * SLP sets up intervention plan, identifies roles for teacher, parent and SLP * SLP consults as needed * SLP models strategies | * Practice Program for sounds that are not developing according to accepted norms and as recommended by SLP * Examples of assessment probes for monitoring progress of correct sound production |